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A Survey of Minority Students Who Use Retention Program Services at a Predominantly White Institution

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A SURVEY OF MINORITY STUDENTS WHO USE RETENTION
PROGRAM SERVICES AT A PREDOMINANTLY WHITE INSTITUTION

A Thesis

Presented to

the Faculty of the Department of Psychology

Western Kentucky University

Bowling Green, Kentucky

In Partial Fulfillment

of the Requirements for the Degree

Educational Specialist

by

Jamalya N. Luney

August 2000

A SURVEY OF MINORITY STUDENTS WHO USE RETENTION PROGRAM
SERVICES AT A PREDOMINANTLY WHITE
INSTITUTION

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A SURVEY OF MINORITY STUDENTS WHO USE RETENTION PROGRAM SERVICES AT A PREDOMINANTLY WHITE INSTITUTION

Jamalya Luney

August 2000

52 pages

Directed by: Dr. William Pfohl

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This researcher seeks to examine the characteristics of those minority students, at a Predominantly White Institution (PWI), who frequently use retention program services versus those who do not frequently use retention program services. Frequent use of retention program was considered to be every other week or more. Infrequent user of retention program was considered once a month or less often. Data analysis revealed many similarities between the groups relating to grade point average (GPA), marital status, and housing status. Despite the similarities between the groups, there were some differences, although not significant. The mean age of the frequent users was two years older than the infrequent users. The frequent users also scored higher on the American College Test (ACT) and on the "Desire to Succeed" Scale ($t(57) = 2.61, p < .05$) than the infrequent users. However, the GPA's between the groups were commensurate despite one group's frequent use of retention programs. Other differences were noted in circle of friends both in high school and college and level of academic preparedness from high school. Further areas of research and limitations were discussed.

Chapter 1

Introduction

The retention of minority students, more specifically African Americans students, is not only a major concern to institutions of higher education but is also of equal importance when addressing social and economic issues throughout our society. By the year 2000, one of three American children will be a person of color, and minority workers will compose approximately one-third of the work force. Furthermore, the majority of all new jobs in the United States will require postsecondary education: the highest average level of education ever demanded by the economy. If minorities are going to prosper in this country, they must be knowledgeable of the demands of the labor market and be able to meet the profile of the labor pool (Parker, 1998). The labor market favors college graduates; in fact, they earn more and experience lower unemployment rates than workers without a degree. Additionally, over the course of a lifetime, these differences amount to a significant increase in earnings for those with college degrees (Mittelhauser, 1998).

Research has historically documented that African-American students are less likely to enter college and more likely to drop out of college than are their non-minority cohorts. In 1993, the disparity in college entrance rates (including community colleges, junior colleges, and universities) for White and African American high school graduates was 13%. In 1994, the disparity in degree completion (including associate, bachelor, and graduate or professional degree) between White and African American students was 16% (National Educational Goals Panel, 1995). The numbers cited above have not drastically

changed today. Not only are African-Americans not graduating from high school; they are also more likely to drop out of college than are non-minority students (Fleming, 1985; Newman and Newman, 1999).

"In an effort to deal with ethnic under-representation at predominantly white institutions, universities have increased recruitment efforts through various methods, including outreach programs in high school as well as changes in admission criteria" (Thile & Matt, 1995, p. 117). Additionally, more scholarships have become available to minority students as well as grants and loans (Levin & Levin, 1991). However, these added resources have solved only the issue of getting African-American students "in the door." It does not address the concern of retaining these same students until they graduate with a college degree. Research has indicated various reasons for the high attrition rate of African-American students in predominantly white institutions, which include poor academic preparation from high school, lack of financial resources, and social isolation or feelings of alienation (Kalsner, 1992; Mornings, 1991). Many colleges have developed retention models (Dale, 1995; Hopson, 1990). Retention models include programs for minority students to help them matriculate successfully through the university. The majority of retention models that have been developed deal with the academic facets that trouble African-American students as well as the nonacademic and emotional issues they encounter.

Statement of the Problem

Many colleges, especially predominantly white institutions, have developed retention models to help keep black students from dropping out of college. While research on the effectiveness of these models is important, it is also essential to assess the students' perceptions and attitudes regarding these programs and/or personal characteristics that promote successful retention. This researcher seeks to examine the perceptions and attitudes of minority students who frequently use retention programs versus those who do not frequently use them, and the relationship to self-esteem. It is important that research focuses not only upon the effectiveness of retention models but also on the characteristics of the students who use programs designed to help them achieve academic success. It is hypothesized that the students who frequently utilize retention services will have characteristics that are unique to them as compared to those students who do not frequently utilize retention services.

Chapter 2

Review of the Literature

Despite the United States Supreme Court ruling in 1954 that enabled African-American students to attend all White public educational institutions, the national mission of providing ethnic minorities with equal opportunities to attend institutions of higher education and potential for academic success has not yet been realized. While slightly over 14% of all college-age adults attend four year colleges and universities, roughly 11% of African-American students ages 18-24 were attending four year universities in 1996 (Goode, 1999).

Despite the increased enrollment of minority students, the attrition level of African-American undergraduate students attending predominantly White institutions (PWIs) has been significantly more than that of White students. Research has been conducted on the factors attributed to the unsuccessful retention of African-American students. These factors may include a lack of academic preparation, socio-psychological factors, financial, and transition/adjustment factors (Morning, 1991; Pantages & Creedon, 1978; Suen, 1983).

Academic Factors

Many African-American students report that they were not academically prepared in high school to handle the rigorous educational content of college, thus attributing to the difference in academic persistence behavior between African-American and White

students (Loo & Rolison, 1986; Tinto, 1993). This difference already places them at a disadvantage as compared to their White cohorts. However, Tinto (1987) indicated that less than 15% of all student dismissals result from academic expulsion. In actuality, most students leave college by their own choice and often have adequate academic performance (Morning, 1991).

In a study by Jones, Harris & Hauck (1995) of 289 African-American students in predominantly Black or White universities, they found that the top three sources for perceived academic difficulties for Blacks in PWIs was the lack of social life. For Blacks enrolled in predominantly Black universities, study habits and personal reasons were cited. These authors also noted that most students experience some academic hardships. These often include "inadequacies in some phases of their high school preparation, difficulties in communicating with or understanding their instructors, shortcomings in the instructional program of their college or their own less than efficient study habits" (p. 519).

In 1986, Loo and Rolison conducted a survey to assess the extent and nature of alienation and academic satisfaction among ethnic minority students as compared to their White cohorts. They found "that the academic alienation of many African-American students was due to poorer academic preparation in high school, and the culture shock of encountering a class and culture distinctively different from their background" (p.73). Furthermore, they concluded that minority student retention is not only affected by academic factors but also by sociocultural alienation.

Developmental Issues and Financial Obligations

Kalsner (1992) grouped the types of college-related factors of attrition into two categories, which includes developmental issues and emotional issues. Developmental issues include economic hardships, housing and roommate difficulties, familial obligations, or complications in adhering to the institution's policy. Kalsner pointed out that

developmental variables are difficult to conquer because often they are beyond the control of minority students. Studies have found that African-Americans are less likely than Whites to take out loans to pay for the expenses of college. To compound this issue, from 1975-76 to 1985-86, the percentage of financial aid in the form of grants declined from 80% to 46%. However, the percentage of financial aid in the form of loans increased from 17% to 50% (Bracey, 1992). Freeman (1997) found that African-American students were uncertain about their ability to pay the immediate costs of attending college and whether the long-term economic benefits of attending would exceed the costs. This financial worry creates an economic hardship for some African-American students who would like to attend college but cannot meet the financial obligations. Thus, many students who seek to go to school have to work long hours to support their education, but their education and extracurricular activities can suffer. While the amount of debt that will be accrued by attending college can be calculated easily, it is difficult to determine the impact of the emotional anxiety and frustration that accompanies this financial liability for African-American students (Yamatani, Wesner, Wright, & Mann, 1995).

Emotional Factors and Self-Esteem

Emotional factors are related to self-esteem, self-confidence, anxiety, motivational levels, and ego development. Abouserie (1992) stated that "a student's self-esteem has a significant effect on the way they deal with information and with learning situations" (p. 24). In addition, high self-esteem may lead to better learning approaches (Abouserie, 1995). Self-esteem also plays an important role in the retention struggle because the more students like themselves the more social integration can take place. If students feel comfortable with their abilities to learn and seek help, the more likely the students are to persist.

A number of retention models also incorporate strategies to increase students' self-

esteem. The intention of these self-esteem enhancement programs is to increase students' realizations of their goals and purposes, of their own cognitive resources, and of the requirements made upon them by academic responsibilities. Exposure to self-esteem enhancement programs, Abouserie (1995) states, should help change students' perceptions of themselves and of their learning environment, leading to an improvement in learning outcomes. Abouserie further states that students' self-esteem has a significant effect on the way they process information and with the learning environment. Therefore, programs for improving student's self-esteem may also enhance their techniques for studying in a more effective way.

Research has shown that the historically black college environment, where African-Americans feel mainstream and normal is beneficial for African-American students' self-esteem. In addition, African-American students' self-esteem is enhanced in black colleges because they offer support, encouragement, and acceptance that may not be experienced on PWIs. Furthermore, African-American students on White campuses report feelings of isolation, marginality, and a sense of being outsiders (Kalsner, 1992). The degree to which the student identifies with the campus is a crucial component in the retention of African-American students. The lack of affiliation with a college was linked to the diminished aspiration to continue college and to a possible decrease in academic performance (Giles-Gee, 1989).

Faculty Involvement

Tinto (1975) found that a student's relationship to the faculty helps to determine his or her level of social integration into the university. Furthermore, the degree to which faculty discloses to a student the feeling of acceptance, support, and encouragement will determine, to some degree, how much that student feels he or she belongs (Loo & Rolison, 1986). In a study conducted by Fleming (1985), questionnaires were administered

to 874 African-American students at seven postsecondary universities. One of the most outstanding features of predominantly Black colleges was that the faculty had a strong personal relationship with the students as contrasted with African-American students attending PWIs, who verbalized more feelings of alienation and social isolation. It is especially difficult for administrators and affiliates of predominantly White institutions to establish a bond between the university and the African-American student. "Faculty-student relations may be especially significant for minority students because most faculty are white and come from class backgrounds different from many minority students" (Loo & Rolison, 1986, p. 61). Often the minority student feels that White faculty members do not understand their culture or background, thus making it difficult to establish a trusting relationship.

It is apparent that when African-American students attend a PWi, they not only deal with the everyday pressures of college life, but also experience more of a cultural disparity than White students. Peterson and Rodriguez (1978) remarked that many minority students perceive university activities at PWIs as geared toward White students. In a study conducted by Allen in 1988, 45% of African-American students felt themselves to be either "very little" or "not at all" part of their university's general campus life at PWIs.

Minority Organizations

The availability of minority organizations can have a positive impact on students' lives and retention, helping them feel less isolated and more a part of the campus life. Minority organizations serve at least five functions according to Rooney (1985): promote cultural awareness, promote political awareness, provide group support, provide social activities, and maintain group identities. Furthermore, Rooney suggested that there is a positive relationship between the retention of minority students and student organizations.

Organizations also provide African-American students with special opportunities for involvement and leadership during their college career (Kimbrough & Hutcheson, 1998). Furthermore, if leadership experience provides college students with the skills they need to succeed in college and life, then participation in organizations is particularly important for African-American students at PWIs who have been shown to have higher dropout rates and less student involvement than Whites (Allen, 1992). However, encouraging participation in minority organizations to combat feelings of isolation, while extremely important, is not the only component in the retention of African-American students.

Retention Models

Most retention models address the enhancement of academic performance through study skills workshops, tutoring sessions (peer and/or professor), test taking strategies, writing improvement classes and academic advisement. However, there are several models for retention that have been proposed that incorporate other factors (Griffin, 1991; Rowser, 1990; Thile & Matt, 1995). Griffin (1991) posited a conceptual review of ideals in an effort to retain minority students. More specifically, Griffin concluded that for minority students' social integration is necessary for persistence and degree completion. Griffin defined social integration as the degree to which a student perceives that he/she is making a positive adjustment to the social life at the university. She furthered stated that social integration is measured by five conditions: student to student interaction, satisfaction with college life, degree of social isolation, social support, and self-esteem. Griffin says that the most effective way for institutions to retain minority students is to provide what the student needs in terms of social support services.

Rowser (1990), however, proposed a structured model of minority student retention. Rowser's theory provided institutions with a method for recruiting, retaining, and graduating African-American students. This theory is based on four major premises.

First, the institution must be committed to cultural diversity. This commitment must be depicted in its goals, policy statements, and mission. Next, the university must provide supportive services. Such services include faculty involvement and financial resources. Thirdly, the university must set expectations for student success. Academic support, in the form of advisement and tutoring, as well as, personal/social support plays a significant role in student's ability to matriculate successfully through the university. Lastly, the institution should offer campus-wide programs that include student programs/activities, faculty-staff development, mentoring programs, and evaluation and research.

In 1995, Thile and Matt proposed and implemented a retention model based on a mentorship program. The program served freshman and transfer students, who volunteered for the program, during their first year in college. The mentorship program included both academic and personal/social elements. Academic elements included study skills, computer instruction, academic advisement, and career counseling. Personal/social elements were aimed at helping the student to adapt to university life and learn to dedicate herself/himself to the educational experience. The students participated in informal group workshops, outings, and individual meetings with mentors, and bonding with a peer group of similar ethnic backgrounds. The findings of the study indicated that the students who participated in the program were more likely to return for their second year at the university and achieved better grades than students who did not participate in the program.

Several retention models claim success (Giles-Gee, 1989; Hopson, 1990; Thile & Matt, 1995) due to participants increased grade point averages and increased retention as compared to nonparticipants. However, the answer to whether or not a retention model will be successful lies in the students who take advantage of the programs that are there to help them attain a college degree. Thile and Matt (1995) state that, "research is required

to understand better why some students choose to participate whereas others do not" (p. 124).

To summarize, research suggests that there are many issues that contribute to minority college student retention. They include such factors as academic unpreparedness, financial obligations, low self-esteem, lack of faculty involvement, and feelings of alienation and isolation (Kalsner, 1992; Morning, 1991).

This study is an exploratory one to assess the characteristics of the African-American population of students at a predominantly white university who regularly use the services provided by the Minority Student Support Services (MSSS). The MSSS is an office that helps minority college students matriculate successfully through the university. The office is located on the campus of Western Kentucky University in Potter Hall. The MSSS office offers the following 8 services: Academic Enhancement, Career Counseling, Personal Counseling, Advisement, Educational Development, Financial Aid/Scholarship Assistance, Tutorial Sessions, and Student Mentoring. The MSSS office represents a combination of the models described previously. The MSSS office is not only a structured model of student retention, as noted by Rowser (1990), but it also incorporates a mentorship model as detailed by Thile and Matt (1995).

Chapter 3

Method

Participants

The sample of participants consisted of 59 (Frequent users $n = 26$; Infrequent users $n = 33$) minority (African-American or biracial) male and female students seeking an undergraduate degree at a predominantly white institution (PWI). The subjects were identified by the director of the Minority Student Support Services (MSSS) office as students who frequently (every other week or more) and infrequently (once a month or less often) use the services that are offered by the MSSS.

Participants were invited to participate via a cover letter outlining the purpose of the study (see Appendix A). Participation was voluntary and could be discontinued at any time without penalty. Furthermore, participants were assured that their responses to the questionnaire were anonymous.

Procedure

Two hundred-twenty surveys were sent to participants identified through the Minority Student Support Services office. They received a questionnaire to complete and were asked to return the survey in a self-addressed stamped envelope. A follow-up notice was sent at the end of the first week to encourage the return of the survey. The two mailings yielded a return rate of 27%.

The questionnaire was designed to examine the perceptions and attitudes of minority students who frequently (every other week or more) and those who infrequently (once a month or less often) utilized the services of the MSSS. This instrument took approximately 20-25 minutes to complete.

Instruments

This survey, entitled The Utilization of Minority Student Support Services Survey (UMSSSS), consisted of a combination of two instruments (see Appendix B). Questions 1-13 related to demographical information. The second series of questions (14-39) were developed to assess the perceptions and attitudes of the participants regarding university experiences. The third series of questions (40-50) addressed the programs and services offered by the MSSS. Finally, questions 51-60 were questions from the Rosenberg Self-Esteem Scale (RSES). The RSES is a 10-item, unidimensional scale that was designed to assess global self-esteem of adolescents and adults. Such questions include, "I expect to succeed in college" and "I certainly feel useless at time." According to the manual, the test-retest reliability is .85 at two weeks and .63 at 7 months. The total scale internal consistency is reported as .77 (Rosenberg, 1965).

Data Analysis

First, profiles of participants were examined. Means and standard deviations were computed for participants based on demographic characteristics. Percentages were also calculated to examine the profiles among respondents. The second analysis consisted of Median Tests to determine if there were any significant differences between the two groups on the multiple-choice responses. Lastly, an independent samples t-test was performed on the data comparing frequent versus infrequent users of MSSS.

Chapter 4

Results

Demographic Characteristics for Students Who Frequently Use MSSS

The demographic information was separated into two groups, those students who frequently (every other week or more often) utilized programs and/or services offered by the Minority Student Support Services office (MSSS) and those who did not frequently (once a month or less) utilize the MSSS office. According to the responses from those students who frequently used services ($N = 26$), six students were male and 20 were female, with a mean age of 20. All of the respondents were single. In addition, all of the subjects, except one, were full-time students attending the university. Twenty of them lived on-campus, while five of them lived off-campus (one student did not indicate housing status).

The students were asked their GPA, overall ACT score, and major. According to their responses, the mean GPA for the frequent users was 2.6. The overall ACT score was 20.7. As regards to students' majors in this group, it appears that students had a variety of responses. Table 1 lists the frequency of each major as reported by subjects. To gather information on the reasons for attending Western Kentucky University (WKU), students were asked to rank the top three reasons that best described why they attended WKU. It should be noted that this question apparently caused some confusion because most subjects just marked three reasons for attending WKU instead of ranking them. Therefore, a frequency count of each response was tabulated instead of a rank order of

the top three reasons (see Table 2). Of the responses, the most common was that WKU offered a better financial package than other schools. The idea that Western Kentucky University offered students the opportunity to be closer to their home and family was the second most common reason for matriculating to WKU. There were several other questions that students frequently choose as to why they attended Western Kentucky University. Those responses included, “To get away from home, WKU costs less, A specific program, and the size of WKU.”

The survey also included questions that asked students to report the educational level of their parents. According to the responses provided by the frequent users, approximately 91% of their fathers and 100% of their mothers had a least a high school diploma. When asked about their childhood years, 58% of the respondents lived with both parents during their childhood years and 25% lived with their mothers. The remaining 15% either lived with grandparents or stepparents or other combinations of relatives. In reference to circles of friends in high school, 40% of students had predominantly African-American circles of friends, and 56% interacted with a predominantly mixed group of peers. Only one student stated having had a primarily White peer group in high school.

To collect information on the working status of the groups, subjects were asked to indicate whether they were working while attending school. Students indicated that 56% of them were indeed working. Of those students, 28% stated that they were working up to 10 hours a week, 35% of them were working up to 15 hours a week, 14% were working between 16 to 20 hours a week, and the remaining 21% were employed for more than 21 hours per week.

Students were asked to indicate the number of hours per week that they spend in several different activities. Table 3 lists the activities with the average number of hours the frequent users participate in per week. Students spent most of their academic time as 12

hours per week studying and 12 hours in class.

To gather information on university life, students were asked to describe their circles of friends, as well as their participation in organizations. Sixty-five (65%) percent of students stated that they have a predominantly African-American circle of friends at the university, while 34% have a predominantly mixed peer group. In reference to their participation on campus, 88% of the students who frequently use the MSSS office appear to belong to at least one organization affiliated with the university, such as fraternity/sorority, athletic team, or professional organization.

Demographic Characteristics for Students Who Infrequently Use MSSS

According to the responses from students in the infrequent user group (N = 33), 26 were female and 7 were male, with a mean age of 18. All students were single, full-time university college students. In reference to their housing status, 28 said they lived on-campus and 4 lived off-campus. Students were also asked their GPA, overall ACT score, and major. According to their responses, the mean GPA for the infrequent users was 2.5. The overall ACT score was 18. In regards to students' majors in this group, it appears that students had a variety of responses. Table 1 lists the frequency of each major as reported by subjects.

To gather information on the reasons for attending WKU, students were asked to rank the top three reasons that best described why they attended WKU. As stated previously, a frequency count of the responses was tabulated due to the confusion of the question. Of the responses, the most common was to be closer to their home and family. The second most common reason for attending Western Kentucky University was to get away from home. Lastly, students said that they attended WKU because the cost was less than that of other universities (see Table 2).

Students were also queried regarding the educational level of their parents. They

stated that 92% of their fathers and 97% of their mothers had at least graduated from high school. When asked about their childhood years, 52% of students said they lived with both parents and 36% lived with their mothers. The other single responses were living with one parent and a stepparent or grandparents. To assess subjects' peer group in high school, students were asked to identify their circle of friends in high school. Responses were split between a predominantly White (36%), predominantly African-American (33%), and a mix of races (30%) circle of friends.

To gather information on the working status of the students, they were asked to state whether they were working while enrolled in college. According to the responses, 67% of the subjects were working. Of those who were working, the majority (41%) were working between 11-15 hours per week. Twenty-seven percent were working between 16-20 hours per week and 23% were working more than 21 hours per week.

Students were asked the number of hours they spent participating in several activities. Students who were infrequent users also spend most of their time in class or studying (13 and 9.5 hours per week, respectively). There were several activities that students, as a group, spent less than 1 hour per week doing. They included care of a family member, off-campus community service, college-sponsored events, and care of their child. Table 3 lists each of the activities and the number of hours per week that students participated.

To collect information on university social life, students were asked to describe their circles of friends, as well as, their participation in organizations. The majority of students stated that they have a predominantly African-American circle of friends at the university (55%). Thirty-six percent stated that they have a mixed peer group and 9% stated that Whites comprise their primary peer group. In reference to their participation on campus, 55% of the students who do not frequently use the MSSS office belong to an

organization or team.

Respondents Perceptions and Attitudes

Many factors contribute to minority students' use of Minority Student Support Services. In an effort for this study to test the significance of how students' perceptions may have influenced their frequent and/or infrequent use of such services, the survey was designed to solicit respondents' responses in those areas that prior research had suggested to be relevant to perceptions and attitudes held by that African-American students concerning minority retention programs. These areas include: faculty-student interactions (items 14, 15, 22, and 31, and 32); socialization opportunities for minority students (items 16, 33, 34, 35, and 38); locus of control (items 24, 25, and 30); academics (items 18, 26, and 29); motivation to graduate (items 27, 28 and 37); perception of minority student support services (MSSS) (items 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, and 50); and students ratings of self esteem (items 51, 52, 53, 54, 55, 56, 57, 58, 59 and 60).

Faculty-Student Interaction

Five items in the survey solicited respondents' perceptions of faculty-student interactions. In fact, 88% of the frequent users and 91% of the infrequent users reported that minority faculty, as well as faculty in general, should be more accessible to the students. As regards to communicating with advisors, 59% of the frequent users and 61% of the infrequent users felt that they were able to communicate with their advisor without difficulty. Sixty-nine percent (69%) of the frequent users reported that they would feel more comfortable interacting with a minority advisor. Similarly, 70% of the infrequent users would also feel more comfortable with a minority advisor. However, in response to feelings regarding interactions with the faculty, there was a difference between the groups, although not significant $\chi^2(4, N = 59) = 5.05, p > .05$. More specifically, 69% of the frequent users and 45% of the infrequent users stated that they were pleased, in general,

with their interactions with the faculty.

Social Climate at the University

Students' perceptions of the social environment at the university were addressed through several questions on the survey. When subjects were asked about their opportunities to socialize on Western's campus, 46% of the frequent users and 30% of infrequent users felt that the opportunities to socialize were excellent. As regards to involvement in social activities, 62% of the frequent users and 39% of the infrequent users reported that they were very involved in social activities. Furthermore, 50% of the frequent users and 36% of the infrequent users felt that opportunities to have a social life on Western's campus were excellent. The majority of students in both groups, 77% of the frequent user group and 75% of the infrequent user group, agreed to the question, "I really feel like I belong here at WKU." The mean of these three questions (questions 33-35) was computed to form a composite scale of social life at WKU. An independent samples t-test was computed to determine if there were any significant differences between the frequent and infrequent users of MSSS. The t-test did not reveal any significant differences between the two groups relating to their social life at WKU, $t(57) = .75, p > .05$.

Locus of Control

The presence of locus of control may affect whether or not a student seeks assistance through MSSS. This factor was assessed through questions relating to expectations and overall control of one's life. All of the students in both groups (100%) felt that their efforts would make a difference in their college success. Furthermore, all of the students in both groups (100%) expected to succeed in college. Students were also asked if they felt that they had control over life events. The majority of students in both groups (85% of the frequent users and 78% of the infrequent users) agreed that they had

control over events in their lives.

Academic

Students were asked questions regarding goals, overall academic performance, and academic preparation. The majority of students who frequently used the MSSS (96%) and those who did not frequently use the MSSS (94%) felt that their academic goals were well defined. However, when students were asked if they had performed academically as they had expected, both groups expressed mixed results. Only 46% of the frequent users and 55% of the infrequent users met their academic expectations. Even though many students in both groups did not feel they had excelled academically, most did not attribute it to lack of preparation in high school. In fact, 84% of frequent users and 88% of infrequent users felt they were academically prepared in high school to be successful at the college level.

Graduation

To assess students' feelings regarding graduation, they were asked questions about importance of graduation, likeliness to graduate from WKU and if they ever considered dropping out of college. All of the students (100%) who frequently used the MSSS office and 97% of the infrequent users felt that it was important for them to graduate from college. Students were asked how likely they were to graduate from WKU by the following response categories: 95%, 75%, 50%, 25%, and less than 10%. Twenty-three (out of twenty-six) students in the frequent user group said they were at least 75% likely to stay and graduate from Western. In the infrequent user group, thirty-one (out of thirty-three) respondents felt they were at least 75% likely to earn a degree from WKU. Lastly, subjects were asked to respond to the question, "I have considered dropping out of college." Of the frequent users, 85% said that they had not considered dropping out of college. Similarly, 78% of the infrequent users also stated that they had not contemplated leaving college. It is apparent that the infrequent users were self-confident to complete

college despite their infrequent use of the MSSS office.

Desire to Succeed Scale

Due to the homogeneity of questions 23-27, they were combined to form a composite of “Desire to succeed” Scale. First the means of each question were computed for all subjects. Then, an independent samples t-test was computed to determine if there were any significant differences between the frequent and infrequent users. According to the results, the frequent users responded more favorably regarding their feeling of succeeding in college, $t(57) = 2.61, p < .05$.

Perceptions of Minority Student Support Services

Many questions were proposed concerning the programs and services provided by the MSSS office. The eight services are Academic Enhancement, Career Counseling, Personal Counseling, Advisement, Educational Development, Financial Aid/Scholarship Assistance, Tutorial Sessions, and Student Mentorship. In the survey, the students were asked their feelings and opinions regarding services that they had used. Furthermore, it assessed what services students had used. Subjects were also asked of the services they used, how helpful would they rate them using a scale of very helpful, helpful, undecided, unhelpful, and very unhelpful. Also, questions assessed students’ most and least favorite service used and the reason that led them to feel that way.

The overwhelming majority of students in both groups stated that they had attended either (or both) services relating to Financial Aid and Advisement. Both groups had similar views regarding Advisement with 89% of the frequent users and 81% of infrequent users indicating that the services were at least helpful. In reference to Financial Aid services, students who frequently used the MSSS office relayed feelings of less satisfaction regarding these experiences with 71% of the frequent users and 86% of the infrequent users rating the information provided on financial aid was at least helpful on

providing information regarding loans and/or scholarships.

According to the responses from the frequent users, the programs and services in the area of Financial Aid and Personal Counseling were deemed the most favorite (29% and 24%, respectively). In comparison, the results from the infrequent users indicate that 70% agreed that services relating to Financial Aid were their favorite. In reference to the reason behind choosing these particular programs or services, both groups felt that they were helpful and they also needed information regarding scholarships and/or loan assistance. The information regarding students' least favorite service or program was less definitive. Students who frequently used the services responded that programs regarding Career Counseling (25%), Financial Aid (19%), and Tutoring (19%) were their least favorite. Students who did not frequently use services stated that programs relating to Tutoring (33%) and Advisement (27%) were their least favorite. A few students in both groups said that they choose their least favorite because it was unhelpful. Other responses included, "no delivery of services, staff was rude, or never assigned a tutor."

Other questions regarding what led students to use their initial program or service by MSSS, why they continue to utilize services offered by MSSS, and how they spend their time when they visit MSSS were asked. In response to why students attended their first program/service offered by the MSSS responses were varied; however, they were grouped into several recurring themes which included: a personal invitation, friends were also attending, social interaction, requirement, interested, or other. The category of other encompassed responses such as "looking for a job" or "saw a poster." Most of the students who were frequent users of MSSS stated that they continued to use services because of the positive impact on their academic average and that it affords them the opportunity to socialize. The students who were infrequent users felt that improved academic grade point average, opportunity for socialization, suggested by advisor, and

peers were going were all reasons why they continued to use the services; however, infrequently. Lastly, students who frequently use MSSS said they spent most of their time socializing with others. Students who did not frequently use MSSS stated that their time is spent socializing or studying alone. It is apparent that there are other social meeting places, such as the university center; however, one must consider the fact that these places are different from the MSSS office. At MSSS, one is guaranteed the opportunity to socialize with another student of similar racial background in a structured atmosphere. If a student were to socialize at the university student center, that opportunity to socialize is not promised with another student of similar background.

Self-Esteem

Students responded to the Rosenberg Self-Esteem Scale that was included in the questionnaire. According to the responses, there were no significant differences between the self-esteem of the two groups. Both frequent and infrequent users of the MSSS office have a positive self-esteem, according to the Rosenberg Self-Esteem Scale.

Table 1

Majors for Both Groups of MSSS

Major	Number of Students	
	Frequent Users N = 26	Infrequent Users N = 33
Undecided	1	2
Business	4	4
Social Sciences	5	3
Arts	2	3
Humanities	1	2
Education	4	6
Science	2	2
Technology	0	1
Math/Computer Science	0	0
Behavioral Sciences	2	3
Health Sciences	1	6
Other	3	3

Note. Frequent Users- 1 subject no data

Infrequent Users could indicate more than one major

Table 2

Reasons for Attending WKU

Reasons	Frequency	
	Frequent Users N = 26	Infrequent Users N = 33
To be closer to my home and family	8	16
To attend the same university as some of my friends	3	6
To attend the same university that my parents attended	4	2
Because of the community attractions of Bowling Green	2	1
To attend the same university as my boyfriend/girlfriend	1	1
WKU offered a better financial package	14	9
Because of the academic reputation of WKU	4	6
My high school counselor suggested WKU	1	3
To get away from home	6	12
To play sports	1	3
WKU costs less	6	10
I was actively recruited	5	4
A specific program	6	6
The appearance of WKU	6	6
The size of WKU	3	4
Other	1	8

Table 3

Time Spent Engaging In Activities

Activities	Hours Per Week	
	Frequent Users N = 26	Infrequent Users N = 33
Studying	12	9.5
Clubs & Organizations	5	2
On Campus Social Activities	3	2
In Class	12	13
Recreational Activities	2	3
Care of Family Member	Less than 1	Less than 1
Off Campus Social Activities	3	5
College Sponsored Events	3	Less than 1
Off Campus Community Service	2	Less than 1
Care of Your Child	0 ^a	0

^a One person stated that they cared for their child all of the time except for 21 hours

Table 4

Means and Standard Deviations- Social Life and Desire to Succeed

	Social Life		Desire to Succeed	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Frequent Users	3.28	.95	4.80	.23
Infrequent Users	3.11	.82	4.58	.37

Chapter 5

Discussion

This study was exploratory to assess the characteristics of the African-American population of students at a predominantly white institution (PWI) who use services provided by the Minority Student Support Services (MSSS) office at WKU. The goal of this study was to determine if there was a difference between students who frequently utilize MSSS (every other week or more often) and those who do not frequently utilize MSSS (once a month or less often). This study evolved out of questions involving which students actually utilized the services provided by MSSS and their perceptions of the programs offered.

It is easy to conclude that the two groups, those who frequently used services and those who did not, were very similar. First, the GPA's of both groups were commensurate. The students who frequently used the programs had a mean GPA of 2.6, and the students who did not frequently use the services had a mean GPA of 2.5. Students in both groups also varied in terms of their majors (See Table 1). To gather information on the reasons for attending Western Kentucky University, both groups agreed that the cheaper financial obligations played a significant role. Also, both groups felt that their family was a factor. Some students wanted to be closer to their family and home and other students wanted to get away from home. Table 2 lists the frequency of each group's reasons for attending WKU.

The students in both groups were also similar in their demographical information.

The majority of students in both groups were female. All of the students in both groups were single. In reference to their housing status, 80% of the frequent users and 87.5% of the infrequent users lived on-campus. All of the students except for one frequent user of the program stated that they were full-time students at the university. Students were also questioned about the educational level of their parents. Those who frequently used the services stated that 91% of their fathers and all of their mothers had a high school diploma. Similarly, those students who were infrequent users of MSSS said that 92% of their fathers and 97% of their mothers graduated from high school. Also, the majority of students (over 51%) in both groups grew up in a home with both of their parents.

Despite the many similarities between the two groups, a further analysis of subcategories revealed some distinct differences. The mean age of the frequent users was 20 years, while the mean age of the infrequent users was 18 years. Another important factor is the ACT scores for both groups. The frequent users of MSSS obtained higher ACT scores than their infrequent counterparts (21 and 18, respectively). The students were also questioned about the amount of time spent studying and in class. According to the responses, the frequent users spent 12 hours a week in class and 12 hours per week studying. The infrequent users spent 13 hours a week in class and 9.5 hours studying. To collect information on the working status of the groups, subjects were asked to indicate whether they were working while attending school. Fifty-eight percent (58%) of the frequent users and 67% of the students who infrequently used the MSSS office said they were indeed working. Therefore, the students who did not frequently attend the MSSS programs were not only two years younger but they also performed (on the average) lower on the ACT than students who frequently used MSSS. However, the infrequent users spent more time in class and less time studying than did those who attended services, yet they achieved virtually the same GPA (2.5 vs. 2.6). So the students who were older

(on the average), received higher scores on a college entrance test, who studied more and less time working while attending school, still did not significantly outperform the other group of students.

Another important set of data is related to both groups' circle of friends while in high school and while attending college. Students who frequently used the MSSS office stated that while in high school, 56% of them had a racially mixed peer group and 40% of them had a predominantly African-American peer group. Only one student stated having had a primarily White peer group. However, the group of students who did not frequently use the MSSS office appeared to have a more diverse circle of friends in high school. According to their responses, 36% of them had a predominantly White peer group, 33% had a primarily African-American peer group and 30% said they associated with a mixed group of friends. This lack of diversity in circle of friends continued to college for the frequent users. They stated that since attending college their circle of friends has been primarily African-American. In fact, 65% of students stated their peer group at the university was predominantly African-American and 34% of them said their peer groups were a mixed group. No one in the frequent user group stated that their circle of friends was predominantly White. In comparison, 55% of the students who did not frequently use MSSS said their circle of friends at the university was primarily African-American. While, 36% of them said they had a mixed peer group and 9% stated their friends were predominantly White at the university. It is apparent that those students who frequently use the MSSS office continually bond with African-American and mixed peer groups. Their circle of friends in high school is very similar to the peer group that they choose while attending college, even at a PWI. The students who did not frequently use the MSSS office had a broader scope of friends both in high school and in college. It is the author's contention that these students feel comfortable interacting socially with a variety

of peer groups, whereas, the frequent users tend to prefer a less varied group of friends. Therefore, they seek out centers like MSSS in order to interact with similar students. The infrequent users may not feel the need to seek out a specific type of friend (at least frequently); rather they bond with variety of people for different reasons. Consequently, they do not need to frequently attend a place that provides for structured minority interaction. The MSSS office appears to offer a social setting for minority students who consider socialization important.

It is interesting to note that respondents did not feel that WKU offered enough social opportunities on the campus; however, they responded positively to the statement “I really feel like I belong here at WKU.” At first glance, it would appear that these two statements would be connected. However, it may be that belonging addresses the issue of “fitting-in” and may not be related to social opportunities or events offered on campus. Western Kentucky University may need to provide more social opportunities for minority students, but it appears that they still feel like they belong or are a part of campus life.

A significant effect for frequent users was found on the “Desire to succeed” Scale. It may be that the frequent users take advantage of services, therefore taking control over life events by having strong family support, well-developed goals, and high academic expectations. It appears that a combination of these factors will likely lead to successful completion of college.

Students were also asked if they felt they were academically prepared in high school to be successful at the college level. Results indicated that 84% of the frequent users and 88% of the infrequent users felt they were prepared in high school to meet the academic demands of college. To assess students’ feelings regarding graduation, they were asked the likeliness to graduate from WKU. Eighty-eight percent (88%) of the frequent users said they were at least 75% sure they would graduate from WKU. According to the

infrequent user responses, 94% stated that they were at least 75% sure they would graduate from WKU. The infrequent users felt they were more prepared in high school for college and were more confident that they would graduate from WKU than the frequent users. It is the author's opinion that the infrequent users had a strong level of self-confidence and therefore did not frequently attend services designed to promote their academic success. They felt as if they were already prepared and could be successful academically without the frequent assistance of a retention program.

Lastly, questions were proposed concerning the programs and services provided by the MSSS office. Initially, students were asked which of the eight services they used by responding to a checklist of services. The majority of students in both groups stated they used services relating to financial aid and/or advisement. Students were also asked what factors contributed to the reason that they continue to use MSSS, whether frequently or infrequently. Both groups agreed that using services improved their academic average and afforded them the opportunity to socialize. It is important to note the similarities between the responses, yet recall the difference in the amount of time spent in MSSS. One set of students uses the services frequently (every other week or more often) and the other set uses the services infrequently (once a month or less often). Therefore, the infrequent users were still able to receive a positive impact on their academic average and socialize with less time at MSSS than the frequent users. Both groups were able to benefit similarly; however, the infrequent users were able to obtain a similar GPA as the frequent users by spending less time at the MSSS office. It is also interesting to note that 29% of the frequent users and 70% of the infrequent users felt that the financial aid services were their favorite service provided by MSSS. It may be that the infrequent users stopped using the MSSS services regularly because they received the information that they needed from the service and therefore did not need to continue to use the services provided by MSSS on a

regular basis.

Future Implications

The information and results provided by this study are thought to provide some insightful data about the characteristics of students who primarily use the programs offered by MSSS at Western Kentucky University. However, the characteristics of minority students who utilize retention programs are not necessarily the same at every predominantly white university. It would be beneficial to conduct a study that was representative of minority students at PWIs, in general. However, it is the opinion of this author that PWIs could use this data to begin the task of improving their existing retention programs. First, universities need to continue to survey their students to determine their needs. It is important that surveys be repeated frequently to meet the changing population of minority students. Universities would benefit from tapping into the needs of their minority students to determine who will take advantage of the services offered. This will allow money to be spent on recruiting students who are likely to use the services and on the actual services provided. PWIs need to assess not only the global picture of the programs and services but also their helpfulness and whether students would use it again. MSSS offices should be friendly and welcoming. Through consumer satisfaction surveys, universities can assess whether their MSSS office is meeting students' expectations. It is apparent that not all minority students will use or need to use retention services. Universities may want to re-assess how and whom they recruit for services. It appears that those students who score lower on the ACT may not be the group of students who will utilize the services. It is essential that universities profile the students who are coming into the university so that they can adjust the programs offered to meet the needs of their students. Overall, this data set, because of its limited generalizability does not allow determination regarding termination or continuation of the MSSS programs and services.

Future program research may be appropriate to address this concern.

Limitations of this Study

The primary limitation of this study is its lack of generalizability. This study cannot be used as a representative sample of all minority students at predominantly white institutions across the country. Furthermore, this study did not contain a large number of subjects to compare frequent users versus infrequent users. Along with increasing the size of the target population, attention should be given to addressing gender differences in the target population. It would also be beneficial to track these groups of students to determine if there is a difference in their graduation rates. Another limitation is in the construction of the survey. As previously stated, at least one question on the survey caused confusion in the subjects' responses (question 6). The writer recommends that if further research is to be conducted, a pilot study of the questionnaire would help avoid any misunderstanding in the wording and formatting of specific questions. Lastly, the study's reliance on respondents' self-reported data may also be problematic. Students may have portrayed their involvement, graduation expectations, and feelings of self-worth more favorably than is actually the case.

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Appendix A

Cover Letter

Dear WKU Student,

My name is Jamalya Luney. I am an African-American graduate student under the supervision of Dr. Jacqueline Pope, a minority professor in the Psychology Department, and we are conducting a study on the perceptions and attitudes of minority students who have used the programs offered by the Minority Student Support Services office. This study is being conducted by the Psychology Department (Dr. John O'Connor, Department Head of Psychology) with the assistance of the MSSS (C.J. Woods, Director). This study is not only important to me, but also to you and other black students who know exactly how difficult college life can be, especially at a predominantly White institution. This is why it is very crucial that you return this questionnaire in the self-addressed stamped envelope so that your input will become part of the effort to keep black student's needs and concerns a priority at WKU. The survey is voluntary and may be discontinued at any time without penalty. Furthermore, you have the right to skip any question, but it would be greatly appreciated if the survey is completed in its entirety.

The survey will take about 20 minutes of your time to complete, and because your time is important, there will be a raffle of a \$25 gift certificate to a local restaurant to provide an incentive for maximum number of responses returned. You will be entered into the drawing by filling out the slip of paper that is attached to the survey. Please put your initials and the last four digits of your social security number on the slip of paper and return it with your survey. The slip is only for the drawing and will be separated from the survey as soon as it is received. Your initial and social security number will **not** be associated with the survey. The winner's ID number will be posted in the Minority Student Support Services office in Potter Hall.

We hope that the information you provide will be used by administrators at this university to better utilize the funding for programs to assist minority students. Please,

make a difference in the continued education of black students by filling out the survey and sending it in by the deadline listed on the last page.

Sincerely,

Jamalya N. Luney

Psychology Department Graduate Student

Jacqueline Pope-Tarrence, Ph.D.

Associate Professor, Department of Psychology

Appendix B

Survey

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General Information

- 1a. Gender _____
 _____ Female
 _____ Male
- 1b. Your Age _____
- 1c. Marital Status _____
2. Where are you enrolled?
 a. Community College
 b. University
- 2b. Housing Status
 a. Off-campus
 b. On-campus
 c. Other: _____
3. Status:
 _____ Full-time Student
 _____ Part-time Student
4. Self-Reported GPA: _____ Overall ACT score: _____
5. Major:
 ___ Undecided
 ___ Business
 ___ Social Sciences
 ___ Arts
 ___ Humanities
 ___ Education
 ___ Science
 ___ Technology
 ___ Math/Computer Science
 ___ Behavioral Sciences
 ___ Health Sciences
 ___ Other: _____
6. Which of the following best describe your **top three** reasons for attending Western Kentucky University? On the line provided, please rank the three reasons from 1 to 3, with 1 indicating the most influential reason.
- | | |
|--|------------------------------|
| ___ To be closer to my home and family | ___ To get away from home |
| ___ To attend the same university as some of my friends | ___ To play sports |
| ___ To attend the same university that my parents attended | ___ WKU costs less |
| ___ Because of the community attractions of Bowling Green | ___ I was actively recruited |
| ___ To attend the same university as my boyfriend/girlfriend | ___ A specific program |
| ___ WKU offered a better financial package | ___ The size of WKU |
| ___ Because of the academic reputation of WKU | ___ The appearance of WKU |
| ___ My high school counselor suggested WKU | ___ Other: _____ |

7. Educational Level of Parents (choose the highest attained)

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	Father	Mother
Some elementary school	_____	_____
Elementary school graduate	_____	_____
Some high school	_____	_____
High school graduate	_____	_____
Some college or technical school	_____	_____
College graduate	_____	_____
Technical school graduate	_____	_____
Post graduate degree	_____	_____

8. During your childhood years whom did you live with?

- ☐ Both Parents
☐ Mother
☐ Father
☐ One parent and stepparent
☐ Grandparent(s)
☐ Other (indicate relationship) _____

9. My circle of friends in high school was:

- a. Predominantly Black
 b. Predominantly White
 c. An equal mix of both races
 d. Of another ethnic group

10. Are you working while attending school?

- ☐ Yes ☐ No

If yes, how many hours per week do you work?

- ☐ 0 to 10 hours per week
☐ 11 to 15 per week
☐ 16 to 20 per week
☐ 21 or more hours per week

11. Indicate the number of hours per week you currently spend on each of the following activities:

- | | |
|--|---|
| <input type="checkbox"/> Studying | <input type="checkbox"/> Care of Family Member |
| <input type="checkbox"/> Clubs & Organizations | <input type="checkbox"/> Off Campus Social Activities |
| <input type="checkbox"/> On Campus Social Activities | <input type="checkbox"/> College Sponsored Events |
| <input type="checkbox"/> In Class | <input type="checkbox"/> Off Campus Community Service |
| <input type="checkbox"/> Recreational Activities | <input type="checkbox"/> Care of Your Child |

12. My circle of friends at this university have been:
- a. Predominantly Black
 - b. Predominantly White
 - c. An equal mix of both races
 - d. Of another ethnic group
13. Do you belong to any of the following organizations (check all that apply)?
- ☐ Fraternity or Sorority
 - ☐ Professional Organizations
 - ☐ WKU Athletic Teams
 - ☐ Other African-American Student Organizations
 - ☐ If other please Identify: _____
14. I believe that minority faculty should be more accessible to the students.
- a. Strongly Agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly Disagree
15. I believe that the faculty, in general, should be more accessible to the students.
- a. Strongly Agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly Disagree
16. Opportunities for minorities to socialize on this campus are excellent.
- a. Strongly Agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly Disagree
17. If you selected Disagree or Strongly Disagree for Number 10, do you feel WKU needs more: (check all that apply)
- ☐ Social Opportunities
 - ☐ Cultural Events
 - ☐ Student Government opportunities
 - ☐ More Minority Faculty
 - ☐ Other (please indicate): _____

18. I was academically prepared in high school to be successful at the college level.
- a. Strongly Agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly Disagree
19. What is the highest academic degree you plan to obtain?
- | | |
|--|---|
| <input type="checkbox"/> Some college | <input type="checkbox"/> Professional degree (M.D., J.D.) |
| <input type="checkbox"/> Associate degree | <input type="checkbox"/> Doctoral degree (Ph.D. or Ed.D.) |
| <input type="checkbox"/> Bachelor's degree | <input type="checkbox"/> Unsure |
| <input type="checkbox"/> Master's degree | |
20. Do you make contact with your professor(s) outside the classroom (in his/her office)?
- ☐ Yes ☐ No
21. Do you make contact with your professor(s) outside of the classroom (in a social setting)?
- ☐ Yes ☐ No
22. I have difficulty communicating with my advisor.
- a. Strongly Agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly Disagree
23. My family expects me to succeed in college.
- a. Strongly Agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly Disagree
24. My efforts will make a difference in my college success.
- a. Strongly Agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly Disagree

25. I expect to succeed in college.
- a. Strongly Agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly Disagree
26. My academic goals are well defined.
- a. Strongly Agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly Disagree
27. It is important for me to graduate from college.
- a. Strongly Agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly Disagree
28. How likely are you to stay and graduate from WKU? (please check)
- ___ 95%
 - ___ 75%
 - ___ 50%
 - ___ 25%
 - ___ less than 10%
29. I have done as well academically as I expected.
- a. Strongly Agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly Disagree
30. I feel that I have control over events in my life.
- a. Strongly Agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly Disagree

31. I would feel more comfortable interacting with a minority advisor.
a. Strongly Agree
b. Agree
c. Undecided
d. Disagree
e. Strongly Disagree
32. I am pleased, in general, with my interactions with faculty.
a. Strongly Agree
b. Agree
c. Undecided
d. Disagree
e. Strongly Disagree
33. I am very involved in social activities on this campus.
a. Strongly Agree
b. Agree
c. Undecided
d. Disagree
e. Strongly Disagree
34. I feel that opportunities to have a social life on this campus are excellent.
a. Strongly Agree
b. Agree
c. Undecided
d. Disagree
e. Strongly Disagree
35. I am pleased with my social life at WKU.
a. Strongly Agree
b. Agree
c. Undecided
d. Disagree
e. Strongly Disagree
36. Do you have any contact with any other black faculty and staff other than the ones who are affiliated with the Minority Student Support Services Center?
_____ Yes
_____ No
37. I have considered dropping out of college.
a. Strongly Agree
b. Agree
c. Disagree
d. Strongly Disagree

38. I really feel like I belong here at WKU.
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
39. What **one factor** would make WKU a good place for minorities to come to?

Questions 40- 50 are concerned with the programs and services provided by the Minority Student Support Services Center. Furthermore, they will ask your feelings and opinions toward services you have attended.

40. Which of the following services have you used? (check all that apply)
- ☐ Academic Enhancement
 - ☐ Career Counseling
 - ☐ Personal Counseling
 - ☐ Advisement
 - ☐ Educational Development
 - ☐ Financial Aid/Scholarship Assistance
 - ☐ Tutorial Sessions
 - ☐ Student Mentorship
 - ☐ Other (identify service): _____
41. Identify how helpful the services were in the area it was directed toward, using a scale of 1 = very helpful, 2 = helpful, 3 = undecided, 4 = unhelpful, 5 = very unhelpful.
- ☐ Academic Enhancement
 - ☐ Career Counseling
 - ☐ Personal Counseling
 - ☐ Advisement
 - ☐ Educational Development
 - ☐ Financial Aid/Scholarship Assistance
 - ☐ Tutorial Sessions
 - ☐ Student Mentorship
 - ☐ Other (identify service): _____
42. How often do you attend programs and services offered by Minority Student Support Services?
- ☐ More than once a week
 - ☐ Once a week
 - ☐ Every other week
 - ☐ Once a month
 - ☐ Every other month
 - ☐ Other

43. Why did you attend your first program or service offered by Minority Student Support Services?
44. Which of the following factors contribute to the reason you continue to use the services offered by Minority Student Support Services?
- ☐ Improves your academic average
 - ☐ Opportunity for socialization
 - ☐ Suggested by advisor/teacher
 - ☐ My peers also attend
 - ☐ Other (please indicate): _____
45. Of the services you have used, indicate the one you liked the most (choose one).
- ☐ Academic
 - ☐ Advisement
 - ☐ Career Counseling
 - ☐ Educational Development
 - ☐ Financial Aid/Scholarship Assistance
 - ☐ Personal Counseling
 - ☐ Student Mentorship
 - ☐ Tutorial Sessions
46. Why is the above service your favorite?
47. Of the services you have used, indicate the one you liked the least (choose one).
- ☐ Academic
 - ☐ Advisement
 - ☐ Career Counseling
 - ☐ Educational Development
 - ☐ Financial Aid/Scholarship Assistance
 - ☐ Personal Counseling
 - ☐ Student Mentorship
 - ☐ Tutorial Sessions
48. Why is the above service your least favorite?

49. If you visit Minority Student Support Services, how do you spend your time?
- | | |
|--|---|
| <input type="checkbox"/> Volunteering | <input type="checkbox"/> Studying alone |
| <input type="checkbox"/> Socializing | <input type="checkbox"/> Studying with others |
| <input type="checkbox"/> Utilizing reading material | <input type="checkbox"/> Being a Mentor |
| <input type="checkbox"/> Assisting with other programs | <input type="checkbox"/> Other: _____ |
50. I feel there needs to be better marketing of the available services offered by Minority Student Support Services.
- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
51. On the whole, I am satisfied with myself.
- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
52. At times I think I am no good at all.
- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
53. I feel that I have a number of good qualities.
- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
54. I am able to do things as well as most other people.
- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
55. I feel I do not have much to be proud of.
- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree

56. I certainly feel useless at times.
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
57. I feel that I'm a person of worth, at least on an equal plane with others.
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
58. I wish I could have more respect for myself.
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
59. All in all, I am inclined to feel that I am a failure.
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
60. I take a positive attitude toward myself.
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree